



Palmetto Elementary

1 Roberts Drive
Williamston, SC 29697

| | | |
|-----------------------|------------------------|--------------|
| Grades | PK-5 Elementary School | |
| Enrollment | 649 Students | |
| Principal | Jerome A. Hudson | 864-847-5442 |
| Superintendent | Dr. Wayne Fowler | 864-847-7344 |
| Board Chair | Mr. Fred Alexander | 864-947-9346 |

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

| Year | Absolute Rating | Growth Rating |
|-------------|-----------------|----------------|
| 2008 | Good | At-Risk |
| 2007 | Good | Below Average |
| 2006 | Good | Good |
| 2005 | Good | Below Average |
| 2004 | Good | Below Average |

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

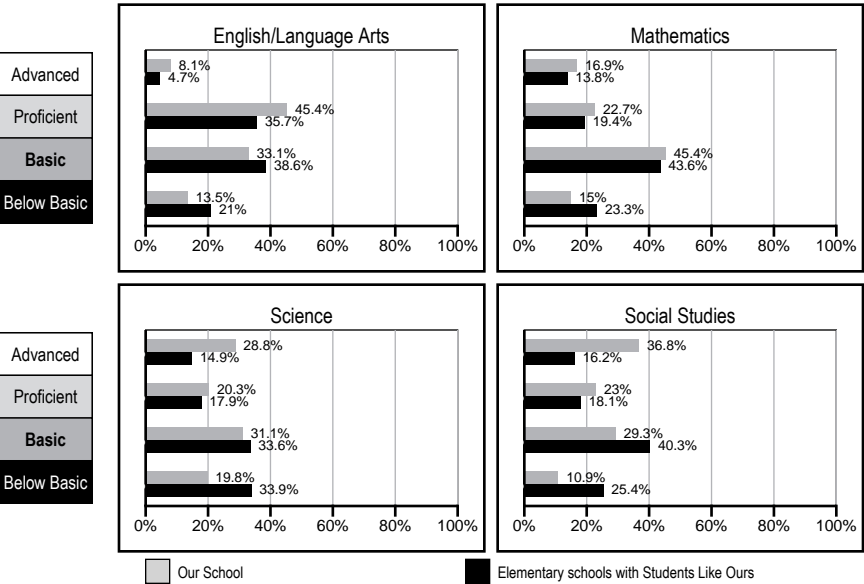
99.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

| | | | | |
|-----------|------|---------|---------------|---------|
| Excellent | Good | Average | Below Average | At-Risk |
| 0 | 6 | 53 | 33 | 1 |

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

| | |
|-------------|---|
| Advanced | Exceeded expectations, Very high score, very well prepared to work at next grade level |
| Proficient | Met expectations, Well prepared to work at next grade level |
| Basic | Met standards, Minimally prepared, can go to next grade level |
| Below Basic | Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level |

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

| | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|--|------------|-----------------------|--|--------------------------|
| Students (n=649) | | | | |
| First graders who attended full-day kindergarten | 100.0% | No Change | 100.0% | 100.0% |
| Retention rate | 3.8% | Up from 3.2% | 2.9% | 2.3% |
| Attendance rate | 96.4% | Up from 96.3% | 96.2% | 96.3% |
| Eligible for gifted and talented | 6.6% | Down from 10.3% | 9.7% | 10.4% |
| With disabilities other than speech | 7.3% | Down from 8.5% | 8.6% | 7.5% |
| Older than usual for grade | 0.2% | Down from 0.4% | 0.7% | 0.6% |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses | 0.0% | No Change | 0.0% | 0.0% |
| Teachers (n=46) | | | | |
| Teachers with advanced degrees | 56.5% | No Change | 57.9% | 56.7% |
| Continuing contract teachers | 71.7% | Down from 80.4% | 80.5% | 77.3% |
| Teachers with emergency or provisional certificates | 0.0% | No Change | 0.0% | 0.0% |
| Teachers returning from previous year | 92.4% | Up from 89.3% | 87.4% | 86.4% |
| Teacher attendance rate | 94.7% | Up from 94.6% | 94.8% | 94.9% |
| Average teacher salary | \$43,482 | Up 4.0% | \$45,361 | \$45,345 |
| Professional development days/teacher | 12.5 days | Up from 11.4 days | 12.5 days | 12.6 days |
| School | | | | |
| Principal's years at school | 14.0 | Up from 13.0 | 4.0 | 4.0 |
| Student-teacher ratio in core subjects | 17.2 to 1 | Up from 16.1 to 1 | 18.5 to 1 | 18.5 to 1 |
| Prime instructional time | 90.4% | No Change | 89.4% | 89.8% |
| Opportunities in the arts | Good | No Change | Good | Good |
| SACS accreditation | Yes | No Change | Yes | Yes |
| Parents attending conferences | 100.0% | No Change | 100.0% | 100.0% |
| Character development program | Excellent | No Change | Excellent | Excellent |
| Dollars spent per pupil* | \$6,746 | Up 50.6% | \$6,890 | \$7,052 |
| Percent of expenditures for instruction* | 72.1% | Up from 71.3% | 68.6% | 69.1% |
| Percent of expenditures for teacher salaries* | 67.0% | Down from 92.8% | 64.9% | 64.2% |

* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Palmetto Elementary and Preschool is a beautiful school nestled in the picturesque eastern corner of Anderson County. Palmetto Elementary is a Title I school with the most ethnically and culturally diverse student body and faculty in Anderson School District One. We have eight National Board Certified teachers. The 2007 PACT scores showed an absolute rating of "Good", an Improvement Rating of "Below Average," and 17 of 17 areas of AYP met. We are continuing to work towards a rating of "Excellent".

Palmetto Elementary and Preschool has had many accomplishments including: three time finalist for Carolina First Palmetto's Finest Award; recipient of the South Carolina Healthy Schools Award; we were awarded the Exemplary Writing Award by the Writing Improvement Network; recipient of Palmetto Gold and Silver Award; recipient of the Education Oversight Committee "Closing the Gap" Award for five consecutive years; SC Principal of the Year for 2006; we provided parenting workshops and Family Movie Nights; students earned in excess of 30,000 Accelerated Reading points, and 117 students went to Burger King with the principal; book circulation in the Media Center totaled 53,971 during the 2007–2008 school year; conferences were held with 100% of all parents; Clemson University provided 14 student tutors while we served as a pre-service teacher training site for 16 practicum students and student teachers; the Homework Center served 74 students from October until April; the After-School program tutored, supervised, and provided enrichment for 37 students until 5:30 pm daily; Family Reading Night was provided in the Media Center every Tuesday and Thursday until 5:00 pm; Students and school staff participated in the community recycling program, National Breast Cancer Awareness month, Pennies for Patients for the Leukemia Society of America, and Hurricane Katrina Relief for the Red Cross; Enrichment classes in music, dance, karate, technology, guitar, arts and crafts, beginning piano, knitting, cooking, and first aid were offered on Mondays after school with over 135 students participating; and continuation of the school wide Pony Express mail system, Beta Club, Student Council, Drama Club, school choir, violin orchestra, Art Club, Safety Patrols, Library Helpers, School News Team, and student Recycling Team.

We continue to update our technology by housing a computer lab, providing new printers to our teachers, a digital camera for each grade level, thirty-six Smart Boards, a Senteo response system, and five document cameras. An interactive student learning center, including "Achieve Now" and Odyssey, is available to students. Thinking Maps and Thinking Maps software are available for staff and students.

Jerome Hudson, Principal
Carole Simmons, SIC Chairman

Evaluations by Teachers, Students and Parents

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 46 | 77 | 53 |
| Percent satisfied with learning environment | 97.8% | 83.1% | 92.5% |
| Percent satisfied with social and physical environment | 97.8% | 74.0% | 83.0% |
| Percent satisfied with school-home relations | 87.0% | 75.0% | 86.8% |

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

| | |
|---------------------------------|-----|
| School Adequate Yearly Progress | YES |
|---------------------------------|-----|

This school met 17 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

| | |
|---------------------------|--|
| School Improvement Status | |
|---------------------------|--|

| School Improvement Key | |
|------------------------|---|
| NI | Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice. |
| CSI | Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services. |
| CA | Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action. |
| RP | Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan. |
| R | Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan. |
| DELAY | The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay." |
| HOLD | The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold." |

| Teacher Quality and Student Attendance | | |
|--|--|--|
|--|--|--|

| | Our District | State |
|---|--------------|-------|
| Classes in low poverty schools not taught by highly qualified teachers | 0.2% | 1.8% |
| Classes in high poverty schools not taught by highly qualified teachers | N/A | 6.8% |

| | Our School | State Objective | Met State Objective |
|---|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 0.0% | 0.0% | Yes |
| Student attendance rate | 96.4% | 94.0% | Yes |

* Or greater than last year

Abbreviations for Missing Data

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PACT Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | School % Proficient and Advanced* | District % Proficient and Advanced* | State % Proficient and Advanced* | Performance Objective Met | Participation Objective Met |
|--|-------------------------------|----------|---------------|---------|--------------|------------|-----------------------------------|-------------------------------------|----------------------------------|---------------------------|-----------------------------|
|--|-------------------------------|----------|---------------|---------|--------------|------------|-----------------------------------|-------------------------------------|----------------------------------|---------------------------|-----------------------------|

English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

| | | | | | | | | | | | |
|------------------------------|-----|------|------|------|------|------|------|------|------|-----|-----|
| All Students | 280 | 96.4 | 9.9 | 34.8 | 47 | 8.3 | 66.4 | 63.1 | 48.2 | Yes | Yes |
| Gender | | | | | | | | | | | |
| Male | 148 | 98 | 12.4 | 40.1 | 41.6 | 5.8 | 60.6 | 57.1 | 41.7 | N/A | N/A |
| Female | 132 | 94.7 | 6.9 | 28.4 | 53.4 | 11.2 | 73.3 | 69.7 | 55 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | | |
| White | 207 | 100 | 8.9 | 35.4 | 46.4 | 9.4 | 67.7 | 64.9 | 60 | Yes | Yes |
| African American | 45 | 100 | 13.6 | 34.1 | 50 | 2.3 | 63.6 | 47.2 | 31.7 | Yes | Yes |
| Asian/Pacific Islander | N/A | I/S | I/S | I/S | I/S | I/S | I/S | 81.6 | 70.4 | I/S | I/S |
| Hispanic | 25 | 60 | 7.1 | 28.6 | 50 | 14.3 | 64.3 | 47.9 | 38.4 | I/S | I/S |
| American Indian/Alaskan | 3 | I/S | I/S | I/S | I/S | I/S | I/S | 50 | 47 | I/S | I/S |
| Disability Status | | | | | | | | | | | |
| Disabled | 38 | 100 | 32.4 | 44.1 | 23.5 | 0 | 41.2 | 24.8 | 16 | I/S | I/S |
| Migrant Status | | | | | | | | | | | |
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | I/S | N/A | 38.1 | N/A | N/A |
| English Proficiency | | | | | | | | | | | |
| Limited English Proficient | 21 | 52.4 | 9.1 | 18.2 | 63.6 | 9.1 | 72.7 | 41.7 | 36.9 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | | |
| Subsided meals | 170 | 94.7 | 11.6 | 38.8 | 46.3 | 3.4 | 58.5 | 46.5 | 34 | Yes | Yes |

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

| | | | | | | | | | | | |
|------------------------------|-----|-----|------|------|------|------|------|------|------|-----|-----|
| All Students | 280 | 100 | 15.2 | 45.6 | 22.4 | 16.7 | 52.9 | 59.8 | 45.8 | Yes | Yes |
| Gender | | | | | | | | | | | |
| Male | 148 | 100 | 14.3 | 42.1 | 23.6 | 20 | 56.4 | 60 | 45.6 | N/A | N/A |
| Female | 132 | 100 | 16.3 | 49.6 | 21.1 | 13 | 48.8 | 59.4 | 45.9 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | | |
| White | 207 | 100 | 13 | 43.8 | 23.4 | 19.8 | 57.3 | 62 | 59 | Yes | Yes |
| African American | 45 | 100 | 22.7 | 50 | 22.7 | 4.5 | 40.9 | 37.1 | 26.9 | Yes | Yes |
| Asian/Pacific Islander | N/A | I/S | I/S | I/S | I/S | I/S | I/S | 86.8 | 71.3 | I/S | I/S |
| Hispanic | 25 | 100 | 16.7 | 58.3 | 12.5 | 12.5 | 37.5 | 45.3 | 38.1 | I/S | I/S |
| American Indian/Alaskan | 3 | I/S | I/S | I/S | I/S | I/S | I/S | 41.7 | 46.2 | I/S | I/S |
| Disability Status | | | | | | | | | | | |
| Disabled | 38 | 100 | 44.1 | 47.1 | 8.8 | 0 | 23.5 | 24.5 | 17.1 | I/S | I/S |
| Migrant Status | | | | | | | | | | | |
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | I/S | N/A | 32.5 | N/A | N/A |
| English Proficiency | | | | | | | | | | | |
| Limited English Proficient | 21 | 100 | 19 | 61.9 | 4.8 | 14.3 | 28.6 | 39.7 | 38.7 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | | |
| Subsided meals | 170 | 100 | 18.6 | 49.4 | 20.5 | 11.5 | 45.5 | 44.2 | 31.4 | Yes | Yes |

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | School % Proficient and Advanced* | District % Proficient and Advanced* | State % Proficient and Advanced* | School Attendance Rate | District Attendance Rate |
|--|-------------------------------|----------|---------------|---------|--------------|------------|-----------------------------------|-------------------------------------|----------------------------------|------------------------|--------------------------|
|--|-------------------------------|----------|---------------|---------|--------------|------------|-----------------------------------|-------------------------------------|----------------------------------|------------------------|--------------------------|

Science

| | | | | | | | | | | | |
|----------------------------|-----|-----|------|------|------|------|------|------|------|------|------|
| All Students | 192 | 100 | 20.1 | 31.3 | 20.1 | 28.5 | 48.6 | 57.2 | 35.7 | 96.4 | 96.1 |
| Gender | | | | | | | | | | | |
| Male | 102 | 100 | 14.6 | 28.1 | 19.8 | 37.5 | 57.3 | 60.1 | 37.4 | 96.5 | 96.1 |
| Female | 90 | 100 | 26.5 | 34.9 | 20.5 | 18.1 | 38.6 | 53.9 | 33.8 | 96.4 | 96.1 |
| Racial/Ethnic Group | | | | | | | | | | | |
| White | 143 | 100 | 19.1 | 28.2 | 20.6 | 32.1 | 52.7 | 59.8 | 49.2 | 96.2 | 96 |
| African American | 31 | 100 | 23.3 | 40 | 20 | 16.7 | 36.7 | 31.9 | 17 | 97.1 | 96.6 |
| Asian/Pacific Islander | N/A | I/S | I/S | I/S | I/S | I/S | I/S | 70.8 | 58 | 97.4 | 97.5 |
| Hispanic | 15 | 100 | 20 | 40 | 20 | 20 | 40 | 46 | 24.9 | 97 | 96.3 |
| American Indian/Alaskan | 3 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 37.4 | 95.2 | 94.9 |
| Disability Status | | | | | | | | | | | |
| Disabled | 31 | 100 | 40.7 | 33.3 | 14.8 | 11.1 | 25.9 | 23.7 | 14 | 95.9 | 95.4 |
| Migrant Status | | | | | | | | | | | |
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | I/S | N/A | 21.9 | N/A | N/A |
| English Proficiency | | | | | | | | | | | |
| Limited English Proficient | 12 | 100 | 25 | 41.7 | 16.7 | 16.7 | 33.3 | 38 | 24.4 | 97 | 96.6 |
| Socio-Economic Status | | | | | | | | | | | |
| Subsided meals | 119 | 100 | 25.7 | 36.7 | 17.4 | 20.2 | 37.6 | 38.2 | 21.1 | 96.3 | 95.2 |

Social Studies

| | | | | | | | | | | | |
|----------------------------|-----|-----|------|------|------|------|------|------|------|------|------|
| All Students | 187 | 100 | 11.4 | 29 | 23.3 | 36.4 | 59.7 | 50.7 | 34 | 96.4 | 96.1 |
| Gender | | | | | | | | | | | |
| Male | 101 | 100 | 11.5 | 29.2 | 20.8 | 38.5 | 59.4 | 53.7 | 36.6 | 96.5 | 96.1 |
| Female | 86 | 100 | 11.3 | 28.8 | 26.3 | 33.8 | 60 | 47.3 | 31.3 | 96.4 | 96.1 |
| Racial/Ethnic Group | | | | | | | | | | | |
| White | 137 | 100 | 10.9 | 29.7 | 23.4 | 35.9 | 59.4 | 51.8 | 44.5 | 96.2 | 96 |
| African American | 31 | 100 | 6.7 | 30 | 23.3 | 40 | 63.3 | 39.5 | 19.1 | 97.1 | 96.6 |
| Asian/Pacific Islander | N/A | I/S | I/S | I/S | I/S | I/S | I/S | 80 | 58.9 | 97.4 | 97.5 |
| Hispanic | 18 | 100 | 17.6 | 23.5 | 23.5 | 35.3 | 58.8 | 39.3 | 27.5 | 97 | 96.3 |
| American Indian/Alaskan | 1 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 32.7 | 95.2 | 94.9 |
| Disability Status | | | | | | | | | | | |
| Disabled | 24 | 100 | 31.8 | 36.4 | 18.2 | 13.6 | 31.8 | 24.9 | 14.4 | 95.9 | 95.4 |
| Migrant Status | | | | | | | | | | | |
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | I/S | N/A | 22.6 | N/A | N/A |
| English Proficiency | | | | | | | | | | | |
| Limited English Proficient | 16 | 100 | 18.8 | 25 | 18.8 | 37.5 | 56.3 | 44.7 | 27.3 | 97 | 96.6 |
| Socio-Economic Status | | | | | | | | | | | |
| Subsided meals | 118 | 100 | 11.1 | 34.3 | 25.9 | 28.7 | 54.6 | 37.5 | 21 | 96.3 | 95.2 |

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

PACT Performance By Grade Level

| | Grade | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and Advanced* |
|-----------------------|-------|-------------------------------|----------|---------------|---------|--------------|------------|----------------------------|
| English/Language Arts | | | | | | | | |
| 2007 | 3 | 103 | 100 | 6.7 | 21.1 | 62.2 | 10 | 72.2 |
| | 4 | 75 | 100 | 4.4 | 38.2 | 41.2 | 16.2 | 57.4 |
| | 5 | 89 | 100 | 8.5 | 51.2 | 32.9 | 7.3 | 40.2 |
| | 6 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 7 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 8 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| 2008 | 3 | 100 | 96 | 5.5 | 29.7 | 49.5 | 15.4 | 64.8 |
| | 4 | 99 | 97 | 11.2 | 31.5 | 53.9 | 3.4 | 57.3 |
| | 5 | 81 | 96.3 | 13.7 | 45.2 | 35.6 | 5.5 | 41.1 |
| | 6 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 7 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 8 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| Mathematics | | | | | | | | |
| 2007 | 3 | 103 | 100 | 12.2 | 58.9 | 24.4 | 4.4 | 28.9 |
| | 4 | 75 | 100 | 5.9 | 39.7 | 27.9 | 26.5 | 54.4 |
| | 5 | 89 | 100 | 13.4 | 48.8 | 25.6 | 12.2 | 37.8 |
| | 6 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 7 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 8 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| 2008 | 3 | 100 | 100 | 21.1 | 50.5 | 17.9 | 10.5 | 28.4 |
| | 4 | 99 | 100 | 14.1 | 39.1 | 25 | 21.7 | 46.7 |
| | 5 | 81 | 100 | 9.2 | 47.4 | 25 | 18.4 | 43.4 |
| | 6 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 7 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 8 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| Science | | | | | | | | |
| 2007 | 3 | 50 | 100 | 20 | 44.4 | 20 | 15.6 | 35.6 |
| | 4 | 75 | 97.3 | 12.1 | 31.8 | 21.2 | 34.8 | 56.1 |
| | 5 | 43 | 100 | 31.7 | 24.4 | 9.8 | 34.1 | 43.9 |
| | 6 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 7 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 8 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| 2008 | 3 | 51 | 100 | 16.7 | 27.1 | 31.3 | 25 | 56.3 |
| | 4 | 99 | 100 | 21.7 | 37 | 14.1 | 27.2 | 41.3 |
| | 5 | 42 | 100 | 20.5 | 23.1 | 20.5 | 35.9 | 56.4 |
| | 6 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 7 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 8 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| Social Studies | | | | | | | | |
| 2007 | 3 | 53 | 100 | 2.3 | 22.7 | 34.1 | 40.9 | 75 |
| | 4 | 75 | 100 | 7.4 | 22.1 | 22.1 | 48.5 | 70.6 |
| | 5 | 46 | 100 | 30 | 27.5 | 27.5 | 15 | 42.5 |
| | 6 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 7 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 8 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| 2008 | 3 | 49 | 100 | 4.3 | 21.3 | 25.5 | 48.9 | 74.5 |
| | 4 | 99 | 100 | 14.1 | 35.9 | 21.7 | 28.3 | 50 |
| | 5 | 39 | 100 | 13.5 | 21.6 | 24.3 | 40.5 | 64.9 |
| | 6 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 7 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 8 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |

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